

Mr. SMITH of Texas. Madam Speaker, by overwhelming margins, Americans say they do not trust the national media and that the media are too liberal, according to a new Gallup poll. Gallup found that just 1 in 10 Americans have a "great deal of confidence in the media to report the news fully, accurately, and fairly."

By a margin of 3-1, Americans said the media are too liberal rather than too conservative. Even most Democrats describe the media as "too liberal" rather than "too conservative."

This is the third poll released in the last month that has found Americans don't trust the media. The national media should recognize Americans' distrust and report the facts, not tell them what to think.

WHAT HAPPENED TO AUGUST?

(Mr. DANIEL E. LUNGREN of California asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. DANIEL E. LUNGREN of California. Madam Speaker, what happened to August? August seems to have been lost in the Democratic Caucus; August seems to have been lost with the Democratic leadership; August seems to have been wiped out at the White House.

If you listen to the discussions that are taking place now about the health care bill that may be presented to us, there's something left out: it's the voice of the people that we heard in August. They told us loudly and clearly they did not want a public option. They told us loudly and clearly they didn't want a Democratic plan; they didn't want a Republican plan. No, Madam Speaker, they want an American plan—one that we can all rally around, one that takes into consideration what they told us in August, what they told us in September, and what they're telling us in October.

This is the U.S. House of Representatives. Let us represent the people of America.

HONORING STAFF SGT. ERIC COWIN FOR HIS SERVICE

(Mr. BOOZMAN asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. BOOZMAN. Madam Speaker, I rise today to express my gratitude for Pastor Dr. Robin Cowin and the congregation at First Baptist Church in Gentry, Arkansas, for the wonderful work they are doing spreading the good news of the Gospel. This past Sunday, I had the pleasure of attending a service at the church and honor the sacrifice, service, and celebration of the homecoming of Staff Sergeant Eric Cowin.

Serving in the Army for the last 6 years, Eric was on his second tour in Iraq when he was injured in an IED explosion in Baghdad in June. Now he is undergoing rehabilitation at Brooke

Army Medical Center in San Antonio, and is in good spirits and on the road to recovery.

Eric is representative of so many American soldiers who have served this country honorably, stepping up to protect its citizens and people all around the world. I am grateful for the sacrifices Eric and all of our troops are making every day and for the hardships that they, as well as their families, face.

I wish Eric and his wife, Andrea, the best of luck in the future. Eric, you're a true American hero. I ask my colleagues to keep Eric in their hearts and minds as he goes through rehabilitation and all of our American troops in their thoughts and prayers.

□ 1415

"WHITE COAT" MONDAY AT THE WHITE HOUSE

(Mr. GINGREY of Georgia asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. GINGREY of Georgia. Madam Speaker, residents in our Nation's Capital have been in for a real treat over this past week. First was free T-Shirt Day at Nationals Stadium. But it got even better because yesterday, apparently, was Free White Coat Day at the White House.

Look at this photo. The administration is actually giving out the white coats.

Madam Speaker, the free white coats were for President Obama's publicity stunt with a handful of medical professionals, where he touted doctor support of his health care plan.

As a practicing physician for over 30 years, I can assure the President that the majority of physicians in this country are for health care reform, just not the government-run reform that he prefers. I wish he had taken the time to talk to the thousands of physicians who have traveled to Washington, or the millions of patients who attended town hall meetings in August to share their concerns about government-run health care, or even the 12 Republican physicians in this House who have contacted him about a meeting to share their concerns.

Madam Speaker, if these voices are not enough to get his attention, maybe my white coat will.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote incurs objection under clause 6 of rule XX.

Record votes on postponed questions will be taken after 6:30 p.m. today.

SUPPORTING NATIONAL ADULT EDUCATION AND FAMILY LITERACY WEEK

Mr. POLIS. Madam Speaker, I move to suspend the rules and agree to the resolution (H. Res. 707) expressing support for designation of the week of September 13, 2009, as Adult Education and Family Literacy Week, as amended.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 707

Whereas the literacy of its citizens is essential for the economic well-being of the United States, our society, and the individuals who can benefit from full participation therein;

Whereas literacy and education skills are a prerequisite to individuals reaping the full benefit of opportunities in the United States;

Whereas the economy and our position in the world marketplace depend on having a literate, skilled population;

Whereas the education skills of parents and reading to children have a direct impact on the educational success of their children;

Whereas, parental involvement is a key predictor of a child's success, the level of parental involvement increases as the education level of the parent increases;

Whereas parents in family literacy programs become more involved in their children's education and gain the tools necessary to obtain a job or find better employment;

Whereas, as a result, children's lives become more stable, and success in the classroom, and in all future endeavors, becomes more likely;

Whereas studies show that two important factors that influence student achievement are the mother's education level and poverty in the home, it is clear that if adults are not part of the learning equation, then there is no long-term solution to our Nation's education challenges;

Whereas many older people in the United States lack the reading, math, or English skills to read a prescription and follow medical instructions, endangering their lives and the lives of their loved ones;

Whereas many individuals who are unemployed, underemployed, or receive public assistance lack the literacy skills to obtain and keep a job with a family-sustaining income, continue their education, or participate in job training programs;

Whereas many high school dropouts do not have the literacy skills to complete their education, transition to postsecondary education or vocational training, or become employed;

Whereas a large portion of those in prison have low educational skills, and prisoners without skills are more likely to return to prison once released;

Whereas many of our Nation's immigrants do not have the literacy skills to succeed in their new home country;

Whereas the National Assessment of Adult Literacy reports that 90,000,000 adults lack the literacy, numeracy, or English language skills to succeed at home, in the workplace, and in society;

Whereas National Adult Education and Family Literacy week highlights the need for our government to support efforts to ensure each and every citizen has the necessary literacy skills to succeed at home, at work, and in society; and

Whereas the week of October 18, 2009, would be an appropriate date to designate as National Adult Education and Family Literacy Week: Now, therefore, be it

Resolved, That the House of Representatives—

(1) supports the designation of National Adult Education and Family Literacy Week, including raising public awareness about the importance of adult education and family literacy;

(2) encourages people across the United States to support programs to assist those in need of adult education and family literacy programs; and

(3) requests that the President issue a proclamation recognizing the importance of adult education and family literacy programs, calling upon the Federal Government, States, localities, schools, libraries, nonprofit organizations, community-based organizations, consumer advocates, institutions of higher education, labor unions, and businesses to support increased access to adult education and family literacy programs to ensure a literate society.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Colorado (Mr. POLIS) and the gentleman from Wisconsin (Mr. PETRI) each will control 20 minutes.

The Chair recognizes the gentleman Colorado.

GENERAL LEAVE

Mr. POLIS. Madam Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on House Resolution 707 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Colorado?

There was no objection.

Mr. POLIS. I yield myself such time as I may consume.

Madam Speaker, I rise today in support of House Resolution 707, a bill that supports the designation of the week of October 18 as Adult Education and Family Literacy Week.

Adult education and family literacy programs provide millions of Americans with the skills they need to lead productive lives, boost their academic achievements, and engage in the workforce and earn a living. Adult Education and Family Literacy Week recognizes the impact that adult education and family literacy programs have on our Nation's adult learners and their families in the next generation.

According to the National Assessment of Adult Literacy, there are approximately 90 million adults nationwide who lack the literacy skills to reach their full potential. Approximately 30 million of these individuals are at the lowest rudimentary levels of literacy.

Adult education programs work with these individuals as well as new immigrants striving to learn English, to help them gain and retain jobs, transition to postsecondary education or a training program, read to their own children, and fully participate in their own education and obtain the English language skills necessary to succeed in their new home country. These programs emphasize basic skills such as reading, writing, math, English language competency, and problem-solving techniques.

It is important to recognize that the supply of adult education and family

literacy services has lagged significantly behind the growing demand. In my home State of Colorado, an estimated 585,000 adults, or 18 percent of the State's population over 16 years of age, have not attained a high school diploma or equivalent and are not enrolled in school. Yet in school year 2007–2008, adult literacy programs have provided slots for less than 15,000 individuals, 79 percent of whom were between the ages of 19 and 44. More than half of the participants were unemployed, and more than two in three of those served were Latino.

At over 100 sites around the State, our critical programs provide adult basic education, adult secondary education and English as a second language to Colorado's most-in-need population, helping adult learners and their families to break the cycle of illiteracy and move toward self-sufficiency. In the 2007–2008 school year, 2,500 students earned their high school diploma or GED and almost 10,000 adults received English as a second language services.

Family literacy programs work with parents without a high school diploma or GED and their young children to help break cycles of illiteracy and poverty that plague some of our Nation's most vulnerable families. Most importantly, they provide parents with the knowledge and skills they need to be their child's first and most important teacher and role model and to be full participants in their child's education. For children, family literacy programs help ensure that they start school ready to learn and on an equal footing with their peers.

In Colorado's Second Congressional District, which I have the honor of serving, the Boulder Valley Family Literacy Program, in partnership with the Boulder Valley School District, operates a high-quality adult and family literacy program for low-level literacy adult learners and limited English speakers, both adults and children; 160 learners and families attend the program together, interacting in literacy activities as they learn. Parents participate in English classes or GED preparation and learn more about the public school system offers and how best to support their child. Schoolchildren receive homework tutoring and enrichment, and preschool children learn the skills they need to start their formal education.

Also in my district, the Colorado Mountain College has several satellite campuses serving 2,300 students. Most of their learners are ESL students, and their goal is to provide them with a pathway to college wherever possible.

Effective adult education and family literacy programs improve adults' lives by helping them develop a basic yet strong understanding of the English language. These skills lead to jobs, workforce readiness, higher education and successful outcomes in life. Furthermore, adult literacy contributes to self-sufficiency for adults and families across the Nation.

Again, I want to express my strong support for this resolution. I urge my colleagues to endorse this measure by voting "yes."

I reserve the balance of my time.

Mr. PETRI. Madam Speaker, I yield myself such time as I may consume.

I rise today in support of the resolution before us, House Resolution 707, expressing support for the designation of the Adult Education and Family Literacy Week.

According to a June 2008 report of the National Commission on Adult Literacy, among the 30 OECD free-market countries, the U.S. is the only Nation where young adults are less educated than the previous generation. In the current U.S. labor force, more and more workers are required to have at least some postsecondary education or occupational training. By one set of measures, more than 88 million adults have at least one major educational barrier: no high school diploma, no college degree or English-as-a-second-language needs. Because of these educational barriers, a number of working-age adults may fall behind in their efforts to get higher-wage jobs or to qualify for the college courses or job training that will help them advance in their current jobs.

Studies also show that two important factors that influence student achievement are a mother's education level and poverty in the home. Parents in family literacy programs may become more involved in their children's education and gain the tools necessary to obtain a job or find better employment.

The National Assessment of Adult Literacy reports that 90 million adults lack the literacy, numeracy or English language skills to succeed at home, in the workplace and in society. By designating an Adult Education and Family Literacy Week, we can encourage people across the United States to support programs to assist those in need of adult education and family literacy programs.

I stand in support of designating National Adult Education and Family Literacy Week in order to raise public awareness about the importance of adult education and of family literacy.

I ask for my colleagues' support.

I yield such time as she may consume to my colleague from Tennessee, MRS. BLACKBURN.

Mrs. BLACKBURN. Madam Speaker, I do rise in support of Adult Education and Family Literacy Week.

I would like to begin by quoting one of my predecessors, a former Member from Tennessee who, while often my friends from Texas like to claim him as theirs, I think he was ours first, and that is Sam Houston. Congressman Houston said, "The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government."

This week is our opportunity to enhance the preservation of that liberty

by turning a very careful eye to adult education and family literacy. As I have before in this Chamber, I would like to highlight the accomplishments of my friend and constituent, Gretchen Wilson.

Gretchen was one of 43 million American adults who had not completed high school. Inspired by her young daughter, she earned her high school degree later in life. She knew that literacy was more than just knowing how to read and write. After all, she was already a Grammy Award winning artist. Literacy is also the implementation of that skill which empowers people with worlds of new information. It is the spark that ignites curiosity.

Gretchen knew how precious that spark of curiosity could be. The children of parents who have not completed high school are far more likely to drop out themselves. Indeed, children's literacy levels are strongly linked to the educational levels of their parents, especially to the levels of their mothers. Gretchen knew that her education was also her daughter's education.

In so many cases like Gretchen Wilson's, that spark of curiosity has grown into a desire to give back. She, like so many others who have benefited from adult education, now works to expand that benefit to others.

I will close by quoting Thomas Jefferson, whose words on the matter are more eloquent than mine could ever be, and he stated, "Enlighten the people generally, and tyranny and oppression of body and mind will vanish like evil spirits at the dawn of day."

Mr. HONDA. Madam Speaker, I rise today to express my support for H. Res. 707 and for designating the week of September 13, 2009 as Adult Education and Family Literacy Week.

I commend Representative JARED POLIS, sponsor of the resolution, and the House Education and Labor Committee for recognizing the importance of literacy among adults and families, particularly in relation to the economic well being of these individuals.

Having been an educator for over 30 years, I am keenly aware that education and literacy are crucial to helping individuals achieve economic success. It has been shown that parental involvement is a key indicator to a child's success, and parental engagement increases as educational attainment increases.

Sadly, however, many over 90 million adults in the United States lack the literacy, numeracy, or English language skills needed to succeed at home, in the workplace, and in society. These adults are unable to be involved in their children's education, which perpetuates the cycle of illiteracy.

Of this group, here are still over 54.8 million people who speak a language other than English at home. According to the Census Bureau, between 2000 and 2005, the native-born Limited English Proficient population nearly doubled, and it is increasing at a higher rate than the immigrant population. In spite of this growth, there continue to be 1- to 3-year waitlists for English literacy education in many areas, leaving employers and communities with opportunities to invest in the education of their workforce.

As we work to address adult education and family literacy, we remember the need to extend literacy and education programs to new populations to help them fully integrate into our society. To help achieve this goal, I introduced H.R. 3249, the Strengthen and Unite Communities with Civics Education and English Skills Act of 2009. H.R. 3249 seeks to provide individuals with civics education and basic education programs and assist local communities in this integration process through impact aid and community-based solutions. This legislation will also provide businesses with tax credits for providing English-as-a-second-language programs to their employees, incentivize teachers with tax credits when they teach English Language Learners, and authorize more funding for such instruction.

I urge all of my colleagues to support H. Res. 707 and the laudable goal of designating the week of September 13, 2009 as Adult Education and Family Literacy Week. The resolution encourages people across the United States to support programs to assist those in need of adult education and family literacy programs, and I urge my colleagues to do so not only by supporting the resolution, but also by supporting the Strengthen and Unite Communities with Civics Education and English Skills Act of 2009, which would forge productive dialogues in our country about newcomers and provide real and concrete solutions to our communities by giving them the means and resources to help families learn English and integrate into U.S. society.

Mr. WAMP. Madam Speaker, I rise in support of H. Res. 707, which seeks to designate the week of September 13, 2009, as National Adult Education and Family Literacy Week and to raise the awareness of adult literacy programs. I am also a cosponsor of this resolution.

Education spans from conception to the grave. Earning a high-school diploma makes people better qualified for the work force, for raising a family, and for improving their standard of living. For those who were unable to complete their education in their youth, adult education programs can provide a second chance.

Unfortunately, according to a 2005 study by the National Assessment of Adult Literacy, 45 percent of all adults function below the high school reading level. For these adults, it is much harder to get a good job that can sustain them or their family. Sadly, when faced with this reality, some adults turn to crime. The more than 1 million incarcerated adults in the Nation had lower average literacy scores than adults in households on nearly every comparable scale—age, gender, and ethnicity.

The inability to read not only affects individuals' lives but also the lives of their family. Children of parents who are unemployed and have not completed high school are five times more likely to drop out than children of employed parents. In turn, parents who can read are more likely to be employed full time and receive a higher income. When parents can read, especially the mother, they will be more involved in their children's lives. They will read to their children and discuss school topics.

The importance of education and the ability to read doesn't end with the family. Its benefit also helps improve the community and even saves us all money in the long run. Putting that 2005 study into real terms, 93 million

adults can't read or follow medical instructions. Individuals with limited literacy skills are more likely to have chronic conditions and are less able to manage them effectively or be aware of preventive care. These individuals will make greater use of emergency room and hospital services and less use of services designed to prevent health complications. Greater use of the emergency room raises health care costs for all of us.

In addition, American businesses lose more than \$60 billion in productivity each year due to employees' basic skill deficiencies. For our country to remain competitive in the global market place, more and more jobs will require advanced skills, and public schools produce only 2 percent of the workforce annually. Without adult education programs, important jobs could go unfilled holding back development or, worse yet, the jobs will go abroad to other nations.

Madam Speaker, literacy and education benefit so many aspects of our lives. I encourage my colleagues in the House to support this resolution and to raise the awareness of adult and family education programs.

Ms. JACKSON-LEE of Texas. Madam Speaker, I rise today in support of H. Res. 707 "Expressing support for designation of the second week of September as Adult Education and Family Literacy Week." The literacy of American citizens is essential for the economic well-being of our great Nation and I strongly believe that families play an important role in promoting and enabling learning at all levels.

Illiteracy is the root of many problems in our lives today. For example, in my home district, the 18th District of Texas approximately 68 percent of those arrested, 75 percent of welfare dependants, 85 percent of dropouts, and 72 percent of the unemployed are identified as functionally illiterate, Youth Plus. One in three adults in the greater Houston metropolitan area functions at the lowest level of literacy: They are unable to read and comprehend a menu or a street map, fill out a job application, or read the directions on a medicine bottle, Literacy Advance of Houston. And in Texas, 85 percent of teenagers appearing in juvenile court are functionally illiterate, Youth Plus.

No skill is more crucial to our future, nor to a democratic and prosperous society, than literacy. Basic literacy skills are the premise of reaching one's full potential as an upstanding citizen. President Lyndon B. Johnson once said, "A book is the most effective weapon against intolerance and ignorance," in order for us to utilize this priceless weapon, we must educate our citizens.

The education skills of parents along with reading to children have a direct impact on the educational success of their children. Parental involvement is an intricate part of a child's success and as the level of parental involvement increases the education level of the parent increases. Parents in family literacy programs have proven to become more involved in their children's education and gain the tools necessary to obtain a job or find better employment.

Advocating literacy across America will result in children's lives becoming more stable, leading to higher achievement in the classroom, and success in all future endeavors becomes inevitable. Studies have shown that two important factors that influence student achievement are the mother's education level

and poverty in the home. It is clear that if adults are not part of the learning equation, then there is no long-term solution to our Nation's education challenges.

The National Assessment of Adult Literacy reports that 90 million adults lack the literacy, numeracy, or English language skills to succeed at home, in the workplace, and in society. National Adult Education and Family Literacy week would highlight the need for our government to support efforts to ensure each and every citizen has the necessary literacy skills to succeed at home, at work, and in society. I support the designation of National Adult Education and Family Literacy Week, which encourages people across the United States to support programs to assist those in need of adult education and family literacy programs. I call upon the Federal Government, States, localities, schools, libraries, nonprofit organizations, community-based organizations, consumer advocates, institutions of higher education, labor unions, and businesses to support increased access to adult education and family literacy programs to ensure a literate society.

Mr. POLIS. Does the gentleman from Wisconsin have any additional speakers?

Mr. PETRI. I have no additional speakers and yield back the balance of my time.

Mr. POLIS. I yield back the remainder of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Colorado (Mr. POLIS) that the House suspend the rules and agree to the resolution, H. Res. 707, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. POLIS. Madam Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

SUPPORTING CAMPUS FIRE SAFETY MONTH

Mr. POLIS. Madam Speaker, I move to suspend the rules and agree to the resolution (H. Res. 167) expressing the sense of the House of Representatives supporting the goals and ideals of Campus Fire Safety Month, and for other purposes.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 167

Whereas each year, States across the Nation formally proclaim September as Campus Fire Safety Month;

Whereas since January 2000, at least 129 people including students, parents, and children, have died in student housing fires, many of which were preventable;

Whereas over 80 percent of these deaths have occurred in off-campus occupancies;

Whereas a majority of the students across the Nation live in off-campus occupancies;

Whereas a number of fatal fires have occurred in buildings where the fire safety systems have been compromised or disabled by the occupants;

Whereas it is recognized that automatic fire alarm systems provide the necessary early warning to occupants and the fire department of a fire so that appropriate action can be taken;

Whereas it is recognized that automatic fire sprinkler systems are a highly effective method of controlling or extinguishing a fire in its early stages, protecting the lives of a building's occupants;

Whereas many students are living in off-campus occupancies, Greek housing, and residence halls that are not adequately protected with automatic fire sprinkler systems and automatic fire alarm systems;

Whereas it is recognized that fire safety education is an effective method of reducing the occurrence of fires and reducing the resulting loss of life and property damage;

Whereas students are not routinely receiving effective fire safety education throughout their entire college career;

Whereas it is vital to educate the future generations of our Nation about the importance of fire safety behavior so that these behaviors can help to ensure their safety during their college years and beyond; and

Whereas by developing a generation of firesafe adults, future loss of life from fires can be significantly reduced: Now, therefore, be it

Resolved, That the House of Representatives—

(1) supports the goals and ideals of Campus Fire Safety Month;

(2) encourages administrators and municipalities across the country to provide educational programs to all students during September and throughout the school year; and

(3) encourages administrators and municipalities to evaluate the level of fire safety being provided in both on- and off-campus student housing and take the necessary steps to ensure firesafe living environments through fire safety education, installation of fire suppression and detection systems, and the development and enforcement of applicable codes relating to fire safety.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Colorado (Mr. POLIS) and the gentleman from Wisconsin (Mr. PETRI) each will control 20 minutes.

The Chair recognizes the gentleman from Colorado.

GENERAL LEAVE

Mr. POLIS. Madam Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on House Resolution 167 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Colorado?

There was no objection.

Mr. POLIS. I yield myself such time as I may consume.

Madam Speaker, I rise today in support of House Resolution 167, which supports the goals and ideals of Campus Fire Safety Month.

Madam Speaker, college campuses host our students as they study and provide a safe place for them to live as they do so. But all too often we are devastated by tragic events that take place on campuses. The Center for Campus Fire Safety reports that 129

people have died in student housing fires since January of 2000. Almost 80 percent of the fire fatalities have occurred in off-campus occupancies such as rented houses and apartments.

Common factors in a number of these fires include lack of automatic sprinklers, disabled smoke alarms, careless disposal of smoking materials, and alcohol consumption. In many instances, the death of students, children and faculty members caused by campus fires could have been easily prevented with proper safety technology and appropriate fire safety student training.

As recently as 2008, fires on the campuses of UCLA and Plattsburgh State University resulted in deaths.

Fortunately, Congress has taken important steps to address these devastating occurrences. The recently enacted Higher Education Act requires each higher education institution to publish an annual fire safety report that includes mandatory supervised fire drills, policies for evacuation and fire training education.

□ 1430

The Secretary of Education will highlight institutions with exemplary fire prevention procedures. As these provisions are implemented, I hope campuses and students alike will take needed precautions and prevent fires in the future.

Madam Speaker, once again, I express my support for National Campus Fire Safety Month and thank Representative PASCRELL for bringing this resolution forward. I ask my colleagues to support this measure.

I reserve the balance of my time.

Mr. PETRI. Madam Speaker, I yield myself such time as I may consume.

I rise in support of H. Res. 167, a measure to express the sense of the House of Representatives in support of the goals and ideals of Campus Fire Safety Month. I would like to thank my colleagues, the gentleman from South Carolina (Mr. WILSON) and the gentleman from New Jersey (Mr. PASCRELL), for working together to introduce this important resolution.

As we continue to see the effects of the California wildfires on the news, we are reminded that fires can strike anywhere, at anytime, and that includes on a college campus. September has been designated as Campus Fire Safety Month in an effort to remind college campuses and their communities about the dangers of fires on campus. This month reminds campuses that they need to check their fire sprinkler systems, their fire alarm and notification systems, and train students and staff in what to do in case of a fire on campus.

There have been a number of fire tragedies, some fatal, on college campuses in the past. It is for that reason that Congress regularly recognizes Campus Fire Safety Month. We also included a provision in the Higher Education Opportunity Act to ask colleges and universities to report annually on fire safety efforts. The report would include information such as a list of all